

2019 Special Education Director Webinar

Special Education Programs

April 16, 2019

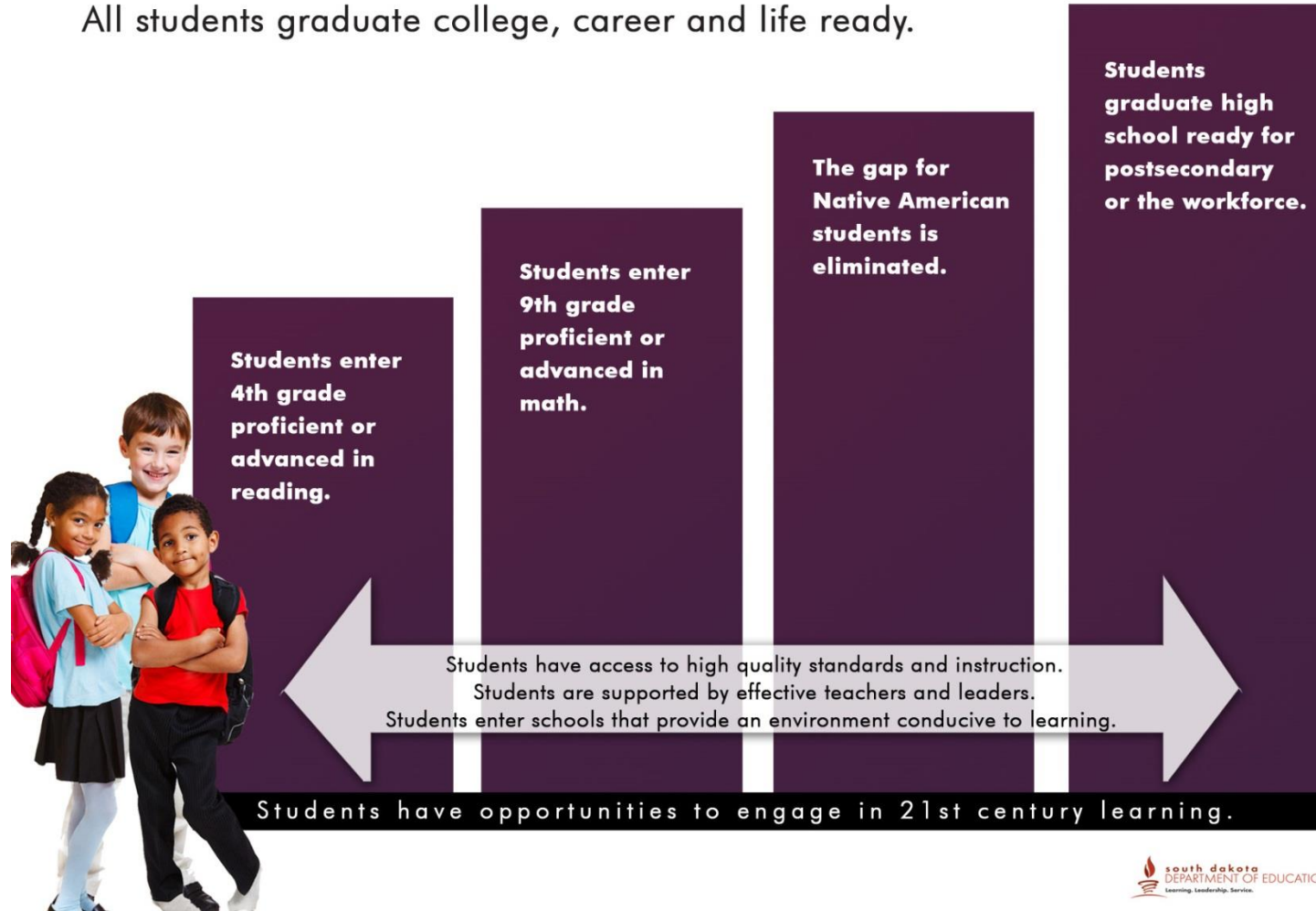
All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

College, Career and Life Ready

All students graduate college, career and life ready.





Learning that works for South Dakota

CTETM

Expanding Access to CTE Programs



Our Vision for CTE

Career Technical Education is an educational option that provides learners with the knowledge and skills they need to be prepared for **college, careers and lifelong learning**. CTE gives purpose to learning by emphasizing **real-world skills** and practical knowledge within a selected career focus.

Our vision is to transform and expand CTE so that each learner – of any background, age and zip code – is prepared for career and college success.

Our strategic priorities:

- All students have **access to CTE programs** irrespective of geography
- All students have **early career exploration** and **meaningful career guidance**
- All students experience a **full continuum of work-based learning** experiences
- All CTE programs include **authentic employer partnerships**
- All systems work together to put **learner success** first
- **Equity** is intentional and embedded in all CTE programs



Who participates in CTE?

There are 30,862 CTE students— 47.3% percent of all students in grades 7-12 in the state. In South Dakota, over 750 CTE programs are offered in 151 public, private and tribal schools districts across sixteen Career Clusters®.



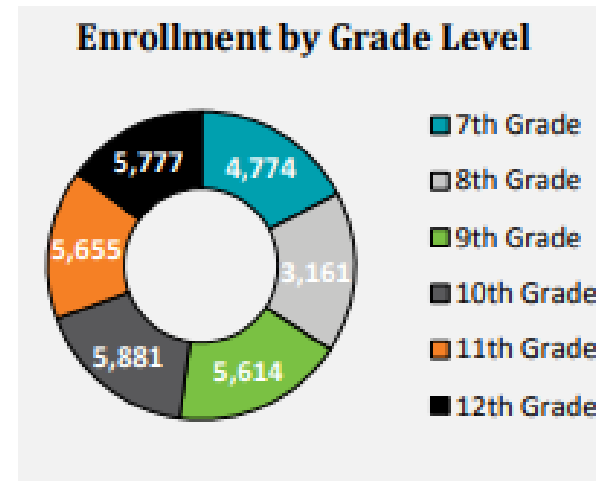
95% of all CTE students graduate from high school within four years.



89% of Native American CTE students graduate from high school within four years.



80% of CTE students pursue postsecondary education.



Student in Special Education Who Participate in CTE?

Career Cluster	# Participants in 17-18 School Year	# Concentrators in 17-18 School Year
Agriculture, Food & Natural Resources	874	474
Architecture & Construction	559	231
Arts/AV and Communication	805	135
Business Management & Administration	652	217
Education & Training	90	26
Finance	189	17
Health Science	54	22
Hospitality & Tourism	682	93
Human Services	1547	316
Information Technology	133	53
Manufacturing	422	154
Marketing	269	54
STEM	751	192
Transportation	249	82
Unduplicated Grant Total	3553	1244

Perkins V Overview

- Perkins V provides funding for CTE programs.
 - Reauthorized in July 2018
 - States are required to submit plans to the feds indicating how they will use funding
- Why are we seeking feedback?
 - New law provides a chance to re-think how we carry out all career education
 - State plan is to be developed in partnership with stakeholders to identify what is best for South Dakota's career education system
- What's in it for you?
 - Chance to have a voice in shaping opportunities for students in a way that makes sense for your school

South Dakota Perkins V Timeline

	Month	Key Deadlines	Perkins V Engagement/State Plan	Local Entity Deadlines
2019	January		Phase I stakeholder engagement	
	February		<ul style="list-style-type: none"> Improve 2019 Other targeted school and stakeholder discussions 	Program application window for 2019-20 opens
	March			Program applications for 2019-20 due
	April	Transition Plan to US ED	SD DOE processes feedback from Phase I	
	May		Phase II stakeholder engagement	
	June		<ul style="list-style-type: none"> CTE Summer Conference Other key summer conferences Other targeted school and stakeholder discussions 	CTE program data due
	July	Transition Plan approval from US ED; Perkins V effective July 1		Perkins budgets for 2019-20 due
	August			
	September			
	October		SD DOE processes feedback, informing:	
	November		<ul style="list-style-type: none"> State plan writing Templates built and released as available New guidance posted as available on doe.sd.gov/CTE 	
	December	South Dakota federal reporting due		Local needs assessment template and instructions released (TBC)
2020	January		Public comment period on state plan	
	February	Approval of State Plan from:	Public comment period on state-determined performance levels	
	March	<ul style="list-style-type: none"> Board of Education Standards Board of Tech. Ed. Governor 		Program application window for 2020-21 opens (TBC)
	April	Four-year State Plan due to US ED		Program applications for 2020-21 due (TBC)
	May			
	June			CTE program data due
	July	US ED approval of State Plan		



Perkins V – State and Federal Non-negotiables

Winter 2019

Area	Is it a Federal Requirement?	Is it a South Dakota DOE decision?
Assessments	Must use the ESSA-required assessments: Math, ELA, and Science. Proficiency levels must match ESSA levels.	
Academic Core Content and CTE		Approved programs must show what alignments exist between core content and CTE content.
Career Guidance		Approved programs must document how students are offered career guidance opportunities, including those offered by adults other than school counselors.
Equity		Approved programs will demonstrate how students are offered equitable access to CTE coursework across a variety of career clusters.
Four-year Cohort	Percent of CTE concentrators graduating within four years of having entered high school required; option to also include an extended-year cohort.	SD DOE does not use extended-year cohort; we will not calculate measures that are not already part of the state's ESSA plan. South Dakota may exercise the option to include a completer rate as a program quality indicator, either as part of accountability or simply reported out.
Funding: secondary/postsecondary split of formula funds	State-determined	Secondary allocation cannot be less than 50% of the formula.
N-size	Public reporting may not identify students (no discussion of n-size or alignment to ESSA public reporting).	SD DOE policy is to use an n-size of ten, which will be carried over into Perkins public reporting.
Program Quality indicator (Secondary)	Federal law lays out three options: % of CTE Concentrators graduating from high school having: 1. Attained a recognized postsecondary credential. 2. Attained postsecondary credits in their CTE cluster through dual or concurrent credit. 3. Participated in work-based learning.	South Dakota will measure and will include in our federal reporting on participation in work-based learning (#3). We can and may collect data on the other two options but will not include as part of formal accountability.
Reporting of Accountability Data	All accountability data must be reported publicly by the state in an easily-accessible format.	
Subgroups (Secondary and post-secondary)	Required: All race and ethnicity groups, gender, English learners, SPED, Economically Disadvantaged, Homeless, Migrant, Foster Youth, Dependents of Active Duty Military, Single Parents, Out-of-Workforce individuals	South Dakota may report outcomes on the Gap/Nongap groups, similar to the ESSA report card. For more, see: https://doe.sd.gov/reportcard/documents/GapGroupB.pdf
Work-Based Learning		All approved programs must offer a continuum of work-based learning opportunities to students.

Why reTHiNK CTE ?

Question

EVERYTHING

HOW...

can we increase access to CTE for students in special education?

Question

EVERYTHING

WHAT...

resources would be most helpful?



Proficiency in Reading
by 4th Grade

Proficiency in Math
by 9th Grade

State Assessments

- Winding down
 - Last day for online testing is Friday, May 3rd
 - Testing deadline has not been extended
 - If issues with accommodations, don't let the student continue taking the assessment
 - Accommodations can't be set once the assessment has been started
 - A restart can't be granted if student has answered too many questions
 - Accommodation questions should be emailed to Beth.Schiltz@state.sd.us

Just a Reminder:

Non-embedded Accommodations for SBAC

- Need to be enabled at the state level
- Send non-embedded **accommodation** requests to Beth Schiltz, beth.schiltz@state.sd.us
 - Student name or ID,
 - Grade
 - School
 - what non-embedded accommodations for which subject area.
- Information can be in
 - a word document
 - Spreadsheet, or
 - just in the body of an email

Effective Teachers and Leaders

Students are supported by effective teachers and leaders.

The Test You **SHOULD** Teach To

Focus Topic of the South Dakota Advisory Panel for Children with Disabilities

Marie Ivers, Director of Special Education
Flandreau Public, Colman-Egan, Oldham-Ramona, Rutland

Dr. Donna Johnson, Associate Professor of Special and
Elementary Education
Dakota Wesleyan University

Erin Schons, Assistant Education Director
Children's Home Society

Improving Your Understanding of:

PARENT SURVEYS & PARENT RIGHTS and PROCEDURAL SAFEGUARDS

as it pertains to Special Education

Indicator 8

South Dakota Part B Parent Survey

<https://doe.sd.gov/sped/documents/1617ParIn.pdf>

This is the link to the State of SD results.

Each district receives individual results explaining strengths and weaknesses as perceived by the parents completing the survey.

There are a total of 12 questions which pertain to 4 areas:

1. Partnership
2. IEP
3. Communication
4. Information

ALL 12 QUESTIONS

1. I am treated as an equal with my child's teachers and other professionals in planning his/her special education program.
2. I am encouraged to participate in writing my child's IEP.
3. My child's school gives parents the help they may need to play an active role in their child's education.
4. My child's school makes sure that I understand the Procedural Safeguards (the rules that protect the rights of parents).
5. My child's school makes sure that I understand the options if I disagree with a decision of the school.
6. My child's school provides information on organizations that offer support for parents of students with disabilities.
7. For parents of students in grades 8 or above: I have been involved in discussion with my child's school related to post-secondary school (college, technical or other setting), employment and/or independent living, and adult agencies. (NOT ALL PARENTS NEED TO ANSWER THIS QUESTION)
8. My child's teachers are available to me (in person, by phone, or via email).
9. My child's teachers communicate regularly with me about my child's' progress on annual IEP goals.
10. My child's school carried out the current IEP as written and discussed.
11. Information I receive about my child's special education program is written in an understandable way.
12. Overall, I am satisfied with the extend to which teachers and other professionals encourage my involvement as a parent.

PARTNERSHIP

Questions 3, 12, and 1.

3. My child's school gives parents the help they need to play an active role in their child's education.
12. Overall, I am satisfied with the extent to which teachers and other professionals encourage my involvement as a parent.
1. I am treated as an equal partner with my child's teachers and other professionals in planning his/her special education program.

IEP

Questions 2 and 10.

2. I am encouraged to participate in writing my child's IEP.

10. My child's school carried out the current IEP as written and discussed.

COMMUNICATION

Questions 8, 11, 4, and 9.

8. My child's teachers are available to me (in person, by phone, or via email).

11. Information I receive about my child's special education program is written in an understandable way.

4. My child's school makes sure that I understand the Procedural Safeguards (the rules that protect the rights of parents).

9. My child's teachers communicate regularly with me about my child's progress on annual goals.

INFORMATION

Questions 5, 6, and 7.

5. My child's school makes sure that I understand my options if I disagree with a decision of the school.
6. My child's school provides information on organizations that offer support for parents of students with disabilities.
7. For parents of students in grade 8 or above, I have been involved in discussion with school related to post-secondary school, employment, and/or independent living, and adult service agencies.

HOW TO IMPROVE PARTNERSHIP

Questions 3, 12, and 1.

3. My child's school gives parents the help they need to **play an active role in their child's education.**

- Provide parent education regarding their child's disability
- Take some time to explain the IEP process and the importance of their ROLE as a parent
- Give parent "What Parents Should Know" All About Special Education in South Dakota book. - available through South Dakota Parent Connection
- Give parents the "Dare to Dialogue...Reach YES!" (Project of Disability Rights and Parent Connection)
- Provide them with safe and clear website resources:

Disability Right of South Dakota <https://drsdlaw.org/resources/publications/>

Center For Disabilities USD [https://www.usd.edu/medicine/center-for-disabilities\](https://www.usd.edu/medicine/center-for-disabilities/)

South Dakota Parent Connection <http://www.sdparent.org/web/index.php?siteid=2825>

Transition Services Liaison Project – South Dakota <https://tslp.org/>

South Dakota Department of Social Services <https://dss.sd.gov/>

South Dakota Department of Special Education <https://doe.sd.gov/sped/>

HOW TO IMPROVE **PARTNERSHIP** CONT..

Questions 3, 12, and 1.

12. Overall, I am satisfied with the extent to which teachers and other professionals encourage **my involvement as a parent**.
 - Have classroom teacher mention how important it will be to get their input/INVOLVEMENT as a parent.
 - Have school psychologist mention the importance of parental input and involvement when they make the initial call to inform parent of testing procedure.
 - Have special education teacher mention the importance of parental input and involvement when they make the initial phone call to inform parent of written permission coming home.
 - Have speech therapist mention the importance of parental input and involvement when they make the phone call to ask questions about language/articulation/voice/pragmatics concerns.
1. I am treated as an **equal partner with my child's teachers and other professionals in planning** his/her special education program.
 - Explain to parents the importance of their input in PLANNING the IEP program before the meeting and again at the meeting.

HOW TO IMPROVE THE IEP

Questions 2 and 10.

2. I am encouraged to **participate in writing** my child's IEP.

- Stress to parent that this plan really needs parental input in order to meet the individual needs of the student.
- Ask questions while reviewing the DRAFT of the IEP to make sure the parents feel included. "Does that math goal sound ok?" "How should we address this behavior?" "What works at home for you?"
- During your phone call before the meeting, ask them to come with ideas on how to address something specific.
- Encourage input regarding reinforcements/consequences/behavior plans, etc.

HOW TO IMPROVE THE **IEP** CONT...

Questions 2 and 10.

10. My child's school **carried out the current IEP as written and discussed.**

- Specifically ask, "Do you feel the IEP was followed by the teachers this year?"
- Show IEP-end progress reports (**that have been sent home quarterly**) that show the specific progress made. (If you don't have end-of-year progress, you should probably have changed the IEP before now.)
- Make sure all teachers are given written accommodations/modifications page at beginning of school year to ensure that they are following the IEP as written.
- Make sure you are aware of all accommodations and modifications.

HOW TO IMPROVE COMMUNICATION

Questions 8, 11, 4, and 9.

8. My child's teachers are **available to me (in person, by phone, or via email)**.

- Have you communicated with this parent AT LEAST 4 times? (Start documenting your communication attempts, type, and content with a communication log.)
- Have you communicated with the classroom teacher regarding this student AT LEAST 4 times before this meeting?
- Does the classroom teacher communicate with the parent? Check on this....don't assume.
- Has the principal communicated with this parent? Check, don't assume.
- Has the parent attended parent teacher conferences. Ask teacher.
- KNOW THESE ANSWERS and check for parental reciprocation, not just an attempt to communicate.

HOW TO IMPROVE COMMUNICATION

CONT...

Questions 8, 11, 4, and 9.

11. Information I receive about my child's special education program is written in an understandable way.
 - Make sure parents have a personal copy of the IEP draft in front of them (Along with everyone else in the room if possible).
 - Guide them while reviewing the DRAFT.
 - Use parent/student friendly language; not **sped lang to explain the IEP, MDT, eligibility, dx, fx of tx, ext sch yr, etc.**
4. My child's school makes sure that I understand the Procedural Safeguards (the rules that protect the rights of parents).
 - Review separately using Kahoot!
9. My child's teachers **communicate regularly with me** about my child's progress on annual goals.
 - Regularly for the IEP means at least 4 times in writing per year.
 - Regularly for real life means more than that in various ways including person to person, phone calls, notes, email, etc.

Parent Surveys

- Parents need to complete and return by May 31, 2019
- Online survey link
 - www.surveymonkey.com/s/Q6JW6HJ (English),
and
 - www.surveymonkey.com/s/MJNWNVJ (Spanish)

More surveys needed? – sped director can
contact Stacey.Meyer@state.sd.us

Parent Involvement: Individualized Education Programs

In the 2017 *Endrew F.* decision, the Supreme Court emphasized the critical importance of **parent input and involvement** in the IEP process.

An IEP must be drafted in compliance with a detailed set of procedures that “**emphasize collaboration among parents and educators and require careful consideration of the child’s individual circumstances.**” (*Endrew*, p. 2)

“the nature of the IEP process ensures that parents and school representatives will fully air their respective opinions on the degree of progress a child’s IEP should pursue.”

(Endrew, p. 16)

Documentation of this involvement is paramount to ensuring parents are in support of the IEP as a way to provide FAPE for their child with a disability served under the [IDEA] statute.

(U.S. Department of Education, Q&A on Endrew, 2017)

The IEP Quality Site includes a “Parent IEP Planning Sheet” that can be downloaded and modified to meet your specific needs in IEP preparation. This can be found in the Toolbox and on relevant Help Topic pages of the site.

https://sd.iepq.org/documents/parent_planning_sheet.doc



Parent IEP Planning Sheet

Your name(s) _____ Child's name: _____ Date: _____

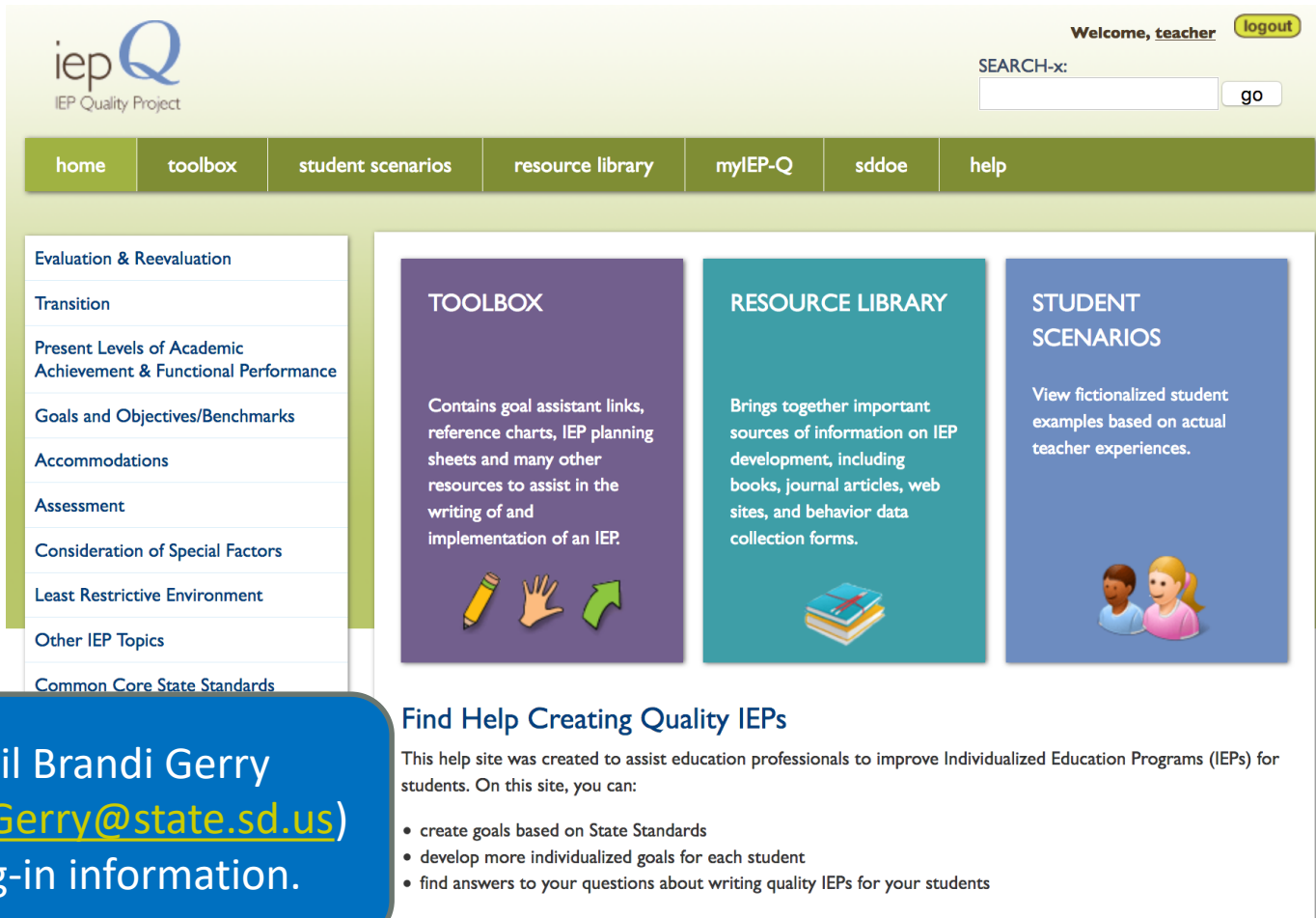
Prior to coming to the IEP meeting for your child scheduled for _____, it will help the team to have you provide the following information. You know your child best, and thinking before the meeting about what you would like for your child will help guide the development of your child's IEP, and help you advocate for your child.

1. My child's strengths include (think about areas such as reading, writing, math, social/behavioral or areas unique to your child):
2. The school skill/s I see my child struggle the most with is/are:

An example of this is:

The **South Dakota Parent Connection**
(www.sdparent.org) site is
another resource to consult.

Examples of completed Parent Planning Sheets can be found in the student scenarios at: <https://sd.iepq.org>



The screenshot shows the homepage of the iepQ IEP Quality Project website. At the top, there is a navigation bar with the iepQ logo, a search bar, and a 'logout' button. Below the navigation bar is a horizontal menu with links: home, toolbox, student scenarios, resource library, myIEP-Q, sddoe, and help. The main content area is divided into three columns. The left column contains a vertical list of links: Evaluation & Reevaluation, Transition, Present Levels of Academic Achievement & Functional Performance, Goals and Objectives/Benchmarks, Accommodations, Assessment, Consideration of Special Factors, Least Restrictive Environment, Other IEP Topics, and Common Core State Standards. The middle column features a 'TOOLBOX' section with a description of goal assistant links and reference charts, accompanied by icons of a pencil, a hand, and a green arrow. The right column features a 'RESOURCE LIBRARY' section with a description of important sources of information on IEP development, accompanied by an icon of a stack of books. Below these sections is a 'STUDENT SCENARIOS' section with a description of fictionalized student examples based on actual teacher experiences, accompanied by an icon of two children. At the bottom of the page, there is a blue box with contact information for Brandi Gerry and a section titled 'Find Help Creating Quality IEPs' with a list of bullet points.

Email Brandi Gerry
(brandi.Gerry@state.sd.us)
for log-in information.

Find Help Creating Quality IEPs

This help site was created to assist education professionals to improve Individualized Education Programs (IEPs) for students. On this site, you can:

- create goals based on State Standards
- develop more individualized goals for each student
- find answers to your questions about writing quality IEPs for your students

IEP Workshops

- **IEP 101 (1 day)**
 - Geared toward participants with 3 years or less experience or new to state.
 - During this basic IEP workshop, participants will walk through the IEP process from referral to IEP development, gain practice completing necessary documents along the way. Participants will leave with sample forms and an understanding of where to access basic tools and resources, including the South Dakota IEP Technical Assistance (TA) Guide and the IEPQ system.
- **Advance IEP (1/2 day)**
 - Participants must be comfortable with the IEP process
 - Topics will include best practices procedures on the following topics:
 - Developing comprehensive evaluation plans
 - Documenting supports and services
 - Understanding and documenting specialized instruction
 - Participants will also be introduced to the Internal Review form.

IEP workshops

- **Transition Advanced IEP (1/2 day)**
 - This is an advanced Transition IEP workshop. The workshop will challenge educators in making transition the focus through evaluation planning to development of the IEP. This workshop will concentrate on key segments of the IEP process. If you are new to transition IEP development or interested in training on specific transition requirements only, please contact your Transition Liaison at www.tslp.org for other options.
- **New – Early Childhood (1/2 day)**
 - 2 sessions only (Sioux Falls and Rapid City)
 - This workshop will be geared toward those educators that work with children ages 3-5. It is designed to enable participants to understand the IEP process beginning with transitioning from Part C to Part B through developing the IEP for this age group. Indicators 6, 7, 11, and 12 data collection and requirements will be included in the training.

IEP Workshop Registration

- If less than 5 participants registered, SEP may cancel the workshop.
- Registration will open April 24, 2019
- Register on Department of Education Events site at <https://southdakota.gosignmeup.com/Public/Course/Browse>

Note:

- Locations and weeks reference the IEP Workshop flyer which was sent with April Sped Newsletter

School Climate

Students enter schools that are provide
an environment conducive to learning.

Parent Connections Navigator Program

- Seeking Navigators in Sioux Falls and Aberdeen areas
- Partnership with DOE SPED and SD Parent Connection
- Navigators work with families and schools, while remaining objective and neutral:
 - Locate and utilize info/resources
 - Improve family-school communication
 - Build (or re-build) partnership
 - Reach or make progress towards agreement
 - Expertise in issues related to special education, disability, special health care needs, communication and conflict resolution.
- For more information, contact Paula Souhrada, Navigator Program Coordinator at psouhrada@sdparent.org

Behavior Impedes Learning

- **ARSD 24:05:27:01.02.** (1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior.



What Behaviors Can Be Addressed?

- ANYTHING that is impeding learning
 - Disorganization
 - Staying in seat
 - Disrespect
 - Refusal to work
 - Arguing
 - Talking out of turn
 - Being on time
 - Eloping
 - ETC

How to Document Strategies

- Rule does not state what needs to be included
- Best practice for student success
 - Define the behavior
 - Describe what it looks like
 - Should be measurable
 - Determine the function (why)
 - Avoid
 - Obtain
 - What positive supports will be used
 - Be specific
 - Write in what teachers should say/do
 - Include giving students space

Behavior is Always Changing

- Include different levels of supports
- **Communicate to parents**
 - Certain supports will be used at different times
 - Some supports may not work
- Different than academic goals
 - Academic goals don't include specific interventions
 - BIL and behavior plans do
- May need to amend as behaviors change

Indicator 4: Suspension and Expulsion Data Collection Coming Up!

- Launchpad site will be used for collection again
- I will send the link to all sped directors on May 15
- I will send the ppt with instructions
- Same collection process as last year
- Your username will be the same as last year
 - If you do not have it you will need to email me
- I do not have your passwords
- If the site does not let you submit, it means you need to make corrections
- I will be going over all the process on the May 21 Sped Directors Call.
 - If someone else in your district enters this information, please have them listen to the call.

DATA



Indicator 11 and 12



To the districts that have
begun uploading calendars
and entering student data

Indicator 11 and 12

Reminders for districts on Reporting...

- ☐ Upload 2018-2019 district/school calendar
 - ☐ Include SNOW DAYS and MAKE UP DAYS
 - ☐ If you have already uploaded your calendar, upload a list of SNOW DAYS and MAKE UP DAYS
- ☐ 25-Day Requirement
 - ☐ If getting close to the 25-day deadline, get parent permission to extend timeline.
 - ☐ Be sure to mark this in the “Reason Timeline Was Exceeded” drop-down box with Parent signed prior notice to extend timeline.

Reason Timeline Was Exceeded

Choose
Student left and came back
Student moved
Student sent to treatment facility
Student was suspended/expelled
Other - please explain in column I
Parent signed prior notice to extend timeline

Battelle Developmental Inventory 3

- ✍ English version July 2020--Spanish version July 2021
- ✍ Still have 5 domains (cognitive, communication, adaptive, motor and personal-social).
- ✍ Richer academic sequence measuring literacy components, concepts, full logical awareness, phonics, letter recognition, listening/comprehension and mathematics.
- ✍ Mathematics will now have numeracy, number counting, geometry, operations, and measuring data as interpretation.
- ✍ 13 subdomains will convert to 14 subdomains.
- ✍ New software and ability to access data.
- ✍ Opportunity to pilot BDI3. More information coming soon!

Infinite Campus Data & State Aid Funding

- Therapy hours
 - Therapy hours must be documented in Infinite Campus
 - Including speech therapy hours regardless of whether it is primary disability or related service
 - Refer to the Student Data Collection Desk Guide located at <https://doe.sd.gov/ofm/documents/DataGd-18.pdf> pg 83
 - Where to document
 - How to document
 - Therapy hours impacts the calculation for state aid

Indicator 14 – Appendix A

Students that have graduated, aged out or dropped out this year.

Two Options

- **May - June:**
 - Districts may enter student data
 - If you decide to enter data, you will need **enter all the data** (in Appendix A)
 - Demographic information
 - Part 2 data (IEP specific information)
 - Contact information for a family member or friend
- **August through September:**
 - Check demographic information
 - District will only need to enter Part 2 data and Family Contact Info
 - Does not override what districts have already put in
 - Final validation completed in Oct 1, 2019
- Different login than Indicator 11-12
 - Use the forgot password link
 - If that doesn't work – contact Beth.Schiltz@state.sd.us

2019 ECF Application Timeline

- April 1st – ECF application is available to begin to complete an application for funding.
- April 29th – Last day to submit an application
- May 10th – ECF board meeting to review all applications
- May 13-17 – District notified regarding funding status
- May State Aid – Approved ECF included in monthly state aid
- June State Aid – If necessary, payment of ECF reconsiderations

Is My District Eligible to Apply for ECF?

- An eligible school district
 - Levies for special education at the maximum levy (Pay 2019
 - = \$1.567);
 - Does **NOT** participate in the current year or the past 3 years in Coordinated Early Intervening Services (CEIS) using State/Local funds;
 - Does **NOT** participate in CEIS (Federal Funds) in the current year; and
 - Does **NOT** have any outstanding deficiencies pursuant to ARSD Chapter 24:05:20.

I Want to Apply – Which Application Type Shall I Use?

- There are 3 types of applications:
 - High Cost Student
 - High Cost Program
 - Supplemental Aid

High Cost Student (HCS) Application

- The HIGH COST STUDENT application has the highest priority status for funding purposes.
- An application for a high cost student must reflect expenditures to serve this student that are at least twice the funding level for the student.
 - Example: Student's primary disability is Cognitive Disability, level 2 = \$12,756
 - Reported expenditures for this student must be at least \$25,512 ($\$12,756.08 \times 2$)

High Cost Program (HCP) Application

- A HIGH COST PROGRAM application may be appropriate if the district does not have high cost students but due to the intensity, cost of services or the number of level 1 students the current funding is not sufficient.
- To be eligible to submit a high cost program application the funding request must exceed \$50,000.
- This application requires the district to analyze their current program and document the need for additional funding.
- When using the HCP application a school district may not also apply for either a high cost student or supplemental aid.

Supplemental Aid Application

- The SUPPLEMENTAL AID application is an option for a school district that may need less than \$50,000 to balance their special education budget.
- **NOTE:** Only 10% of the total appropriation for ECF may be used to fund supplemental aid applications. If the amount exceeds 10%, all districts that have submitted supplemental aid applications will be prorated (FY2019 = \$406,635)
- A school district may apply for ECF using both a HIGH COST STUDENT and SUPPLEMENTAL AID applications.

Logging into ECF application program

- Login and password are the same as used for child count.*
- Link to ECF application program is:
<https://doe.sd.gov/ofm/statefunding.aspx>
Under DOCUMENTS, click on Extraordinary Cost Fund Application
- After clicking on ECF application; click on DE61ExtraordinaryCostFund
- Once logged into the ECF program, click on ACTIONS
 - Select School Year
 - Select District

ECF Application

- Work with Business Manager to identify eligibility and appropriate application to submit
- Fiscal questions contact
 - Susan Woodmansey, or
 - Bobbi Leiferman
- Question on high cost program application or student data contact Linda Turner
- Sped Programs will verify information the first week of May

ACCOUNTABILITY

IEP TA Guide

New Format:
Coming Late
July 2019

Notification Sent via Sped Listserv
when available.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

Overview

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) is a summary of the student's current achievement/performance and strengths/needs in the skill areas affected by his/her disability (as determined by a comprehensive evaluation).

The skill areas included in the PLAAFP should:

- Connect to BOTH the student's most recent evaluation and IEP goals.
- Be specific and list observable skills/behaviors.
- Include baseline data collected during skill-based assessments.
- List the student's current skills in comparison to the skills of a typically performing student at this time in the year (**this information will be used to develop goals that work to decrease the gap**).

Examples:

- Joe reads 36/100 of first 100 Fry sight words.
- Robin correctly added 3 single-digit numbers in 1/5 attempts.
- Tony uses correct punctuation (?) consistently (in 7/8 writing samples).

For students of transition age (no later than age 16), the team must include transition-related information in the PLAAFP. This will help the team identify where the student is functioning in relationship to what he/she plans to do after finishing high school.

The transition skill areas included in the PLAAFP should connect to BOTH the most recent transition evaluation(s) and his/her post-secondary goals.

Completing this Page

Include the following information when completing this page:



The image shows a sample form for the Present Levels of Academic Achievement and Functional Performance (PLAAFP). The form is titled "INDIVIDUAL EDUCATION PROGRAM" and "PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE". It includes instructions for describing each student's IEP, the IEP team's role, and the student's current achievement/performance. The form also includes a section for transition-related information for students of transition age (no later than age 16). The form is dated 2018-2019 and is part of the IEP TA Guide.

2019-2020 Reviews

- Tentatively review of districts and agencies will begin week of September 23, 2019.
- Schedule of reviews has not been released.
- Team leads will contact district/agency regarding the review between end of July to September.

Teacher Certification

- Requirements clarification (guidance changed after new ESSA and teacher certification requirements)
 - Teachers of Record = proper endorsements required
 - Even if students are significant cognitive disability
 - The checkbox in the PRF for “students in class assessed against the Alternative Assessment for Statewide testing – NCSC (National Center and State Collaborative) and Dakota Step Alt. Science” will be removed this summer
 - Assessed Achievement Level of Students drop box will be removed this summer
 - No waivers, teachers must be properly certified or it will trigger a plan of intent next school year

Requirements will ensure that all students are held to highest standard- taught to standards->CCCs.

Teacher Certification

- Need to be certified/endorsed if
 - Awarding grades, and
 - Lesson planning to ensure content standards are met
- If not endorsed, Special Education teachers can:
 - Enter a plan of intent to get certified/endorsed
 - Co-teach and contribute to lesson planning with a content area teacher who is certified and providing grades, or
 - Pull students to support after core instruction has been provided by a certified teacher who is providing grades and completing lesson plans

TEACHER OR DISTRICT SHARING

Congratulations

South Dakota Early Childhood Special Education Educator

Nominees

- ♥ Amie Edwards, *Sioux Falls*
- ♥ April Johnson, *Cornbelt Ed. Coop*
- ♥ Michelle Kurtz, *South Central Coop*
- ♥ Cody Lukkes, *Yankton*
- ♥ Brandi Petersen, *West Central*
- ♥ Lyndsay Rasmussen, *North Central Special Ed. COOP*
- ♥ Tara Sietz, *Rutland*
- ♥ Abby Voss, *Dakota Valley*
- ♥ Cindy Young, *Todd County*

Winners



Abby Voss



Lyndsay Rasmussen

Congratulations!

Parent Nominated Special Education Staff of the
Year Winner Shannon Merkouris from Sioux Falls!



Congratulations!

Wendy Otheim
Outstanding
Special Ed Director
from SASD
for 2018-2019



Next Sped Directors LiveMeeting

May 21, 2019

10:00am CST

Thank you!



FEDERAL PART B GRANT APPLICATION

Federal Application 2019

Notice of Public Availability

- Notice is hereby given that the Department of Education (DOE), Special Education Programs is making available for public review for 60 days, starting March 4, 2019, the Federal Fiscal Year (FFY) 2019 Grant Application under Part B of the Individuals with Disabilities Education Act (IDEA). The [application is available here](#) and the allocations are included on the [interactive spreadsheet](#) if you are unable to view the application, copies may be obtained by contacting the SD DOE – Special Education Programs, Part B Annual State Application, 800 Governors Drive, Pierre, South Dakota, 57501.
- **Written comments concerning the FFY 2019 Grant Application under Part B of the IDEA will be accepted for 30 calendar days from April 3, 2019 through May 3, 2019.** Comments regarding the Part B IDEA application should be sent to Linda Turner, Part B Director, at Linda.Turner@state.sd.us or to the address above.

<https://doe.sd.gov/sped/>

Federal Application 2019

TOTAL AWARD AMOUNT	\$37,703,138
Maximum Available for Administration.	\$1,092,957
How much do you want to set aside for Administration in dollars?	\$1,092,957
Set Aside for other State-Level Activities	\$3,285,193

Required Activities

- For monitoring, enforcement, and complaint investigation.
- To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel.

- **Ed Specialists
(Accountability/Monitoring)**
- **Complaint Investigators (TAESE)**

• **\$760,932**



- **SD Parent Connection –
Navigator Program**
- **State contracted Mediators and
IEP Facilitators**

• **\$155,890**



Authorized Activities

- For support and direct services, including technical assistance, personnel preparation, and professional development and training.

- Part C Summer Services
- Center for Disability
 - Sped Conference
 - Autism Team Building
 - Autism Summer Program
- MTSS – RtI
- Auxiliary placements
- Summer Conference
- General PD and Speakers
- TAESE
 - Law Conference
 - Meeting facilitation
 - General PD

• **\$1,321,301**



- Discontinuing
 - Summer Enrichment – Hands in Motion (SDSD will be funding)

Authorized Activities

- To assist LEAs in providing positive behavioral interventions and supports and appropriate mental health services for children w/ disabilities.

- **PBIS**

- **\$222,790**



Authorized Activities

- To assist LEAs in meeting personnel shortages.

	<ul style="list-style-type: none">• \$0
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Authorized Activities

- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children w/disabilities.

- **TIE - RDA work**
- **BHSSC – Family Engagement**
- **IEP Workshops**

• **\$195,402**



Authorized Activities

- To support paperwork reduction activities, including expanding the use of technology in the IEP process.

- IEPq
- National Student Clearinghouse

- **\$27,700**

Authorized Activities

- To improve the use of technology in the classroom by children w/disabilities to enhance learning.

	<ul style="list-style-type: none">• \$0
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Authorized Activities

- To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.

• \$0

Authorized Activities

- Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children w/disabilities to postsecondary activities.

- TSLP – Voc.Rehab.
- BHSU - Indicator 14
- Mary Kampa - data analysis site

- **\$303,040**
- Discontinuing
 - Augie Access Grant



Authorized Activities

- Alternative programming for children w/ disabilities who have been expelled from school, and services for children w/disabilities in correctional facilities, children enrolled in State-operated or State-supported schools.

- **DOC**
- **SDSBVI & SDSD**

- **\$85,000**

Authorized Activities

- To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities.

• \$0

Authorized Activities

- To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) the Elementary and Secondary Education Act of 1965.

• **SSIP Grants**

• **\$213,138**



Authorized Activities

- LEA Risk Pool - State shall have the option to reserve for each fiscal year 10 percent of the amount of funds the State reserves for State-level activities under 20 U.S.C. 1411(e)(2)(A)

• \$0